

## Some Issues of Leadership Development in Preschoolers

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**Annotation:** The article, based on an analytical review of scientific sources on the problem of children's leadership, defines the leadership abilities of an older preschooler as an integrative dynamic personal education developing in the joint activity of a child with peers under the guidance of adults, the structure of which is formed by the unity of cognitive, emotional-volitional, activity-creative and evaluative-reflective components. A structural model of a preschooler's leadership abilities is also presented.

**Keywords:** child leadership, leadership abilities, senior preschool age, positive, socialization, process.

**INTRODUCTION.** The most important task of modern preschool education is the socialization and individualization of the personality of preschoolers, creating conditions for the development of their emotional and social intelligence, social initiative and creativity. Fostering positive leadership qualities and developing leadership abilities is not considered in a number of priority tasks of preschool education, but interest in the problem of leadership from educational practice is natural, requires an analysis of existing achievements and research aimed at identifying the most effective conditions for the development of leadership abilities in children.

**LITERATURE ANALYSIS:** A theoretical analysis of scientific sources has shown that currently there is no consensus among scientists about the nature of children's leadership, however, three main concepts stand out among the diversity of opinions.

- According to the first concept, leadership is a kind of special ability (a set of special abilities). Leadership has natural, genetic conditions and is actively developing due to the influence of many factors, among which a special place is occupied by the influence of the environment and purposeful pedagogical leadership (D. Babaeva, A.M. Matyushkin, A. I. Savenkov, E. I. Shcheblanova, etc.).
- According to the second concept, leadership abilities are considered in the context of general giftedness and manifest themselves not as a kind of private (special) giftedness, but as a wide range of personality traits, its inherent quality. The main criteria for leadership abilities are high motivation, outstanding abilities (intellectual, communicative, suggestive, etc.) and creativity (V. Y. Bolshakov, A. N. Ilyina, D. V. Ushakov, etc.).

According to the third concept (interactive theory of leadership), any child can become a leader, i.e. under certain conditions, every child can become a leader (E. A. Arkin, A. S. Zaluzhny, A. A. Krylov, etc.).

A retrospective analysis of the problem showed that the phenomenon of child leadership attracted attention at the beginning of the XX century (E. A. Arkin, V. P. Vakhtereva, A. B. Zalkind, A. F. Lazurnosky, G. A. Fortunatov, D. Baldwin, A. Beaver, B. Winifred, J. Warendonck, W. Dering, etc.). As a result, various aspects of children's leadership as a socio-psychological phenomenon were

studied, including the characteristics of leaders (managers) of children aged six to eight years: affectively active, strong and proactive, dexterous and courageous, possessing a sharp mind, planning skills and the ability to explore the desires of other group members. In the 1920s and 1930s, Russian scientists were pedologists (E. A. Arkin, P. P. Blonsky, A. B. Zalkind, V. S. Krasovsky, S. O. Lozinsky, I. V. The socio-biological roots of children's leadership (child leadership), types of children's leaders, their characteristics, and the nature of interaction with group members are studied.

**METHODS:** The structure of leadership abilities is a unity of components: cognitive, emotional-volitional, activity-creative and evaluative-reflective:

- the cognitive component includes: knowledge and initial ideas of children about leadership, qualities of a real leader (honesty, responsibility, courage, ability to resolve conflicts, etc.), Awareness of oneself, one's personal qualities, oneself as a friend, a member of a team (group), creativity;
- the emotional-volitional component manifests itself in self-confidence, self-control of emotional manifestations and behavior, a tendency to the emotional state of another person, empathy, optimism, the desire to take a leading place in interpersonal relationships, participation in joint activities with peers, its organization and management;
- the activity-creative component forms a set of skills and abilities: organizational (setting goals, planning activities, predicting results, finding means to achieve goals, coordinating partners' actions, finding ways to overcome difficulties, offering specific ways to achieve goals, objective assessment of their actions and partners), communicative (focusing on means of verbal and non-verbal communication), effective (acquire skills in certain types of activities);
- The evaluative-reflective component manifests itself in the child's awareness of himself and his capabilities, an objective assessment of his own actions and actions, and behavior.
- Actions of peers, the results of joint activities.

All components of leadership abilities are interconnected comprehensively manifested in a child in a complex systemic combination and in the process of participation and involvement of preschoolers in a variety of joint activities.

In modern conditions, a preschool group of peers in kindergarten is the first stage of the social organization of children, which contains the origins of the phenomenon of child leadership.

In the older preschool age, leadership is manifested in the presence of a child's complex of personal qualities that allow him to be an informal leader in a group of peers: to play leading roles in games, manage children's activities, influence their behavior, etc.

**DISCUSSION:** As a result, two main conclusions were made: the group leader has "qualities ideal for a particular team". The phenomenon of child leadership is dynamic and depends on the following factors: the age of the group members, individual and social characteristics, their interpersonal relationships, life experience, social conditions, etc.

Preschoolers with pronounced leadership potential are characterized by: the desire for dominance, initiative, a high level of mental development, speech and behavioral activity, emotionality (responsiveness, lability), insufficient self-esteem, independence, the ability to invent and organize various games.

The development of leadership potential, manifested in the presence of the main features of child leadership in a child, occurs in the process of developing the skills to organize and manage various types of activities. Scientists also note the specific sensitivity of child leaders to the social situation, which indicates the level of development of their social intelligence and emotional sphere (S. I. Karpova, T. D. Savenkova, D. Bailey, etc.).

Thus, an analytical review of scientific sources allows us to consider the manifestation of leadership in the senior preschool age as a child's possession of special leadership abilities, which represent an

integral dynamic personal education that develops in a child in the process of joint activity with peers.

**CONCLUSIONS:** In our opinion, leadership potential is inherent in every normally developing senior preschooler, and the task of educators is to create conditions for the development of this potential, turning it into leadership abilities as stable personality qualities. The leadership of older preschoolers in a variety of joint activities allows them to overcome the inherent ego of children, consists in helping each child to manifest and develop leadership abilities, in forming behavioral strategies aimed at cooperation and achieving common goals (S.I. Karpova, T. D. Savenkova).

Despite the fact that preschool programs lack the task of developing children's leadership potential as an essential component of positive socialization, educational practice urgently needs effective methods of educating preschoolers of positive leadership qualities and developing leadership abilities.

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